



## PLAIN ELEMENTARY

506 Neely Ferry Road  
Simpsonville, SC 29680

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	943 Students	
<b>Principal</b>	Deborah A. Mihalic	864-355-7701
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Good</b>	<b>Good</b>
2009	Good	Good
2008	Average	Below Average
2007	Average	Below Average
2006	Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

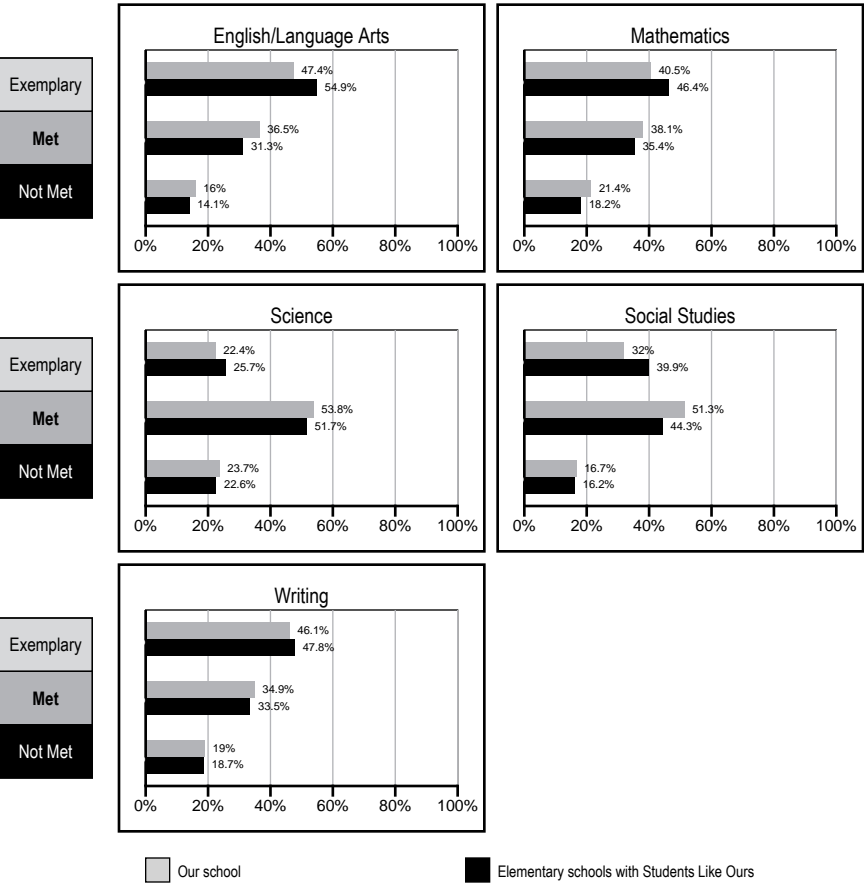
98.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
25	15	3	1	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=943)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 94.3%	100.0%	100.0%
Retention rate	1.5%	No Change	0.9%	1.2%
Attendance rate	96.2%	Down from 96.5%	96.4%	96.1%
Eligible for gifted and talented	19.7%	Up from 18.1%	19.8%	11.7%
With disabilities other than speech	10.7%	Up from 10.2%	7.0%	8.0%
Older than usual for grade	0.0%	No Change	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=57)</b>				
Teachers with advanced degrees	56.1%	Up from 53.4%	63.5%	60.5%
Continuing contract teachers	94.7%	Up from 93.1%	88.0%	84.6%
Teachers with emergency or provisional certificates	1.8%	Up from 1.7%	0.0%	0.0%
Teachers returning from previous year	89.0%	Down from 91.3%	88.5%	87.0%
Teacher attendance rate	97.2%	Up from 95.2%	95.9%	95.4%
Average teacher salary*	\$49,982	Up 2.7%	\$48,629	\$47,288
Professional development days/teacher	5.4 days	Down from 10.4 days	9.9 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 20.3 to 1	20.7 to 1	19.2 to 1
Prime instructional time	93.2%	Up from 91.3%	92.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.3%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,835	Up 5.0%	\$7,033	\$7,548
Percent of expenditures for instruction**	74.3%	Up from 72.9%	70.7%	68.7%
Percent of expenditures for teacher salaries**	71.8%	Up from 69.1%	68.5%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The mission of Plain Elementary is to prepare students to become lifelong learners and responsible, productive citizens. All children engage in a rigorous, standards based instructional program in a climate that fosters tolerance and diversity. The many accomplishments this year reflect our motivation to remain positively committed to excellence.

Our staff, School Improvement Council (SIC), PTA, community members, and students developed a vision to guide us toward our school goals. Students and teachers set individual performance goals in reading and mathematics as we continued implementation of the Baldrige model, a data driven process for growth and continuous improvement. School-wide data reflects solid growth in all academic areas. A morning math program is established to provide support for struggling math students. To ensure a safer environment, we continued to enhance dismissal procedures and improved the condition of the playground. We also conducted a school-wide Lap-a-thon to begin raising funds for the purpose of resurfacing our track. As a result, we were recognized with a Safe Schools Award by Upstate Safe Kids. Home-school communication was enhanced through weekly phone messages from the principal or PTA members, updated teacher websites, weekly progress reports and updates sent electronically to parents, articles in the local newspaper, and publication of a monthly school newsletter. With assistance from PTA, our fine arts team provided students with artist in residencies in music, art, and physical education. We continued to integrate technology by establishing an additional computer lab and ensuring that all classrooms were equipped with interactive white boards to active engaged children in learning.

Parental and community involvement is integral to our success. The PTA and School Improvement Council (SIC) are involved in decision making programs, initiatives, and expenditures. Over 62,000 volunteer hours were logged this year with parents and community members serving as mentors, tutors, guest speakers, and classroom support. Business partners and community members adopted classes to assist with classroom needs.

We are proud of our accomplishments and will continue to make decisions that are in the best interest of all children. We are "Positively Committed to Excellence!"

Debbie Mihalic, Principal  
Michelle Yates, SIC Chairperson

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	58	140	100
Percent satisfied with learning environment	100.0%	84.1%	94.8%
Percent satisfied with social and physical environment	100.0%	89.9%	97.0%
Percent satisfied with school-home relations	98.3%	88.4%	91.0%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.3%	0.0%	No
Student attendance rate	96.2%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	471	100	16	36.5	47.4	90.6	84.7	83.5	Yes	Yes
<b>Gender</b>										
Male	249	100	19.8	35	45.1	89	81.3	80.1	N/A	N/A
Female	222	100	11.8	38.2	50	92.5	88.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	334	100	11.6	35.1	53.4	93.9	90	89.6	Yes	Yes
African American	93	100	34.1	37.8	28	79.3	73.4	74.6	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.3	92.7	I/S	I/S
Hispanic	33	100	13.8	55.2	31	89.7	78.4	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	89.7	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	78	100	50.7	34.7	14.7	64	53.3	51.7	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	25	100	22.2	55.6	22.2	77.8	78.7	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	182	100	28.6	39.3	32.1	83.3	76.1	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	471	100	21.4	38.1	40.5	87.8	82	80.4	Yes	Yes
<b>Gender</b>										
Male	249	100	22.8	35	42.2	85.2	80.5	78.4	N/A	N/A
Female	222	100	19.8	41.5	38.7	90.6	83.5	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	334	100	16.5	37.2	46.3	92.1	87.7	87.8	Yes	Yes
African American	93	100	40.2	40.2	19.5	69.5	68.4	69.3	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.9	93.5	I/S	I/S
Hispanic	33	100	20.7	48.3	31	93.1	78.3	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	79.5	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	78	100	49.3	29.3	21.3	62.7	46.1	46.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	25	100	33.3	48.1	18.5	85.2	79.2	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	182	100	33.3	44	22.6	80.4	72.9	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	324	99.7	23.5	54	22.5	76.5	70.6	67.3
Gender								
Male	173	99.4	26.1	49.7	24.2	73.9	70.1	66.9
Female	151	100	20.5	58.9	20.5	79.5	71.1	67.7
Racial/Ethnic Group								
White	234	100	17	55.7	27.4	83	80.2	79.6
African American	68	98.5	47.5	45.9	6.6	52.5	50.4	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	86.4	84.4
Hispanic	17	100	25	68.8	6.3	75	60.1	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.3	69.5
Disability Status								
Disabled	60	98.3	53.4	37.9	8.6	46.6	33.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	20	100	23.8	71.4	4.8	76.2	60.6	58.6
Socio-Economic Status								
Subsidized meals	130	99.2	33.3	54.2	12.5	66.7	57.1	55.4

Social Studies

All Students	324	99.1	16.4	51.5	32.1	83.6	73.2	70.9
Gender								
Male	174	98.9	16.6	45.4	38	83.4	72.8	70.1
Female	150	99.3	16.2	58.5	25.4	83.8	73.7	71.7
Racial/Ethnic Group								
White	229	100	13.7	51.3	35	86.3	79.8	79.2
African American	60	95	30.6	49	20.4	69.4	57.9	58.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	86.9	86.8
Hispanic	26	100	9.1	59.1	31.8	90.9	67.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	69.8	71.2
Disability Status								
Disabled	54	98.2	41.2	45.1	13.7	58.8	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	17	100	27.8	55.6	16.7	72.2	69	68
Socio-Economic Status								
Subsidized meals	121	98.4	27.5	59.6	12.8	72.5	61.6	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	475	99	18.8	35	46.2	81.2	74	72.1	96.2	96.2
Gender										
Male	253	98.4	25.1	32.2	42.7	74.9	67.2	65.2	96	96.2
Female	222	99.6	11.7	38	50.2	88.3	81.1	79.2	96.3	96.3
Racial/Ethnic Group										
White	337	99.4	15.5	33.4	51.1	84.5	81.6	80.8	96.1	96.1
African American	96	97.9	32.1	40.5	27.4	67.9	58.6	59.7	96.3	96.2
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88.8	87	94.8	97.5
Hispanic	32	96.9	17.2	37.9	44.8	82.8	63.1	64.6	96.6	96.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	74.7	73.4	96.6	94.8
Disability Status										
Disabled	83	96.4	60.3	21.8	17.9	39.7	29.5	27.7	95.4	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	25	100	29.6	33.3	37	70.4	62.9	63.7	96.6	97
Socio-Economic Status										
Subsidized meals	185	98.9	28.2	38.2	33.5	71.8	61.1	61.9	95.4	95.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	167	99.4	19.6	30.7	49.7	80.4
	4	162	100	21.4	50	28.6	78.6
	5	163	100	12.7	43.3	43.9	87.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	145	100	14.9	23.9	61.2	85.1
	4	177	100	17.2	41.4	41.4	82.8
	5	149	100	15.8	42.5	41.8	84.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	167	100	27.6	43.6	28.8	72.4
	4	162	100	13	51.9	35.1	87
	5	163	100	18.5	47.1	34.4	81.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	145	100	22.4	32.8	44.8	77.6
	4	177	100	22.5	37.9	39.6	77.5
	5	149	100	19.2	43.2	37.7	80.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	83	100	30	51.3	18.8	70
	4	162	100	22.7	68.2	9.1	77.3
	5	83	97.6	22.8	51.9	25.3	77.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	74	100	32.4	35.2	32.4	67.6
	4	177	99.4	19.6	58.9	21.4	80.4
	5	73	100	23.6	61.1	15.3	76.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	84	100	20.5	56.6	22.9	79.5
	4	162	100	11.7	65.6	22.7	88.3
	5	80	98.8	26.9	41	32.1	73.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	71	98.6	19	61.9	19	81
	4	177	99.4	19	44	36.9	81
	5	76	98.7	8.1	59.5	32.4	91.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	166	98.8	21.7	37.9	40.4	78.3
	4	164	99.4	21.2	46.8	32.1	78.8
	5	164	100	20.1	31.4	48.4	79.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	147	98	19.9	33.1	47.1	80.1
	4	178	98.9	22.5	28.4	49.1	77.5
	5	150	100	13.6	44.2	42.2	86.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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